

# Stakeholders

## FOR THE SCHOOL DISTRICT

STAKEHOLDER	WHAT THEY BRING TO SRTS	WHAT THEY GET FROM SRTS
SUPERINTENDENT	<ul style="list-style-type: none"> <li>• Encourages district-wide support for SRTS programming</li> <li>• Understands how to integrate SRTS with long-range goals for district</li> <li>• Knowledge about infrastructure projects and transportation systems</li> </ul>	<ul style="list-style-type: none"> <li>• Increased safety and health for students</li> <li>• Well-rounded transportation program</li> <li>• Positive leadership image for the district</li> <li>• SRTS policy that can bring positive change to an entire school district</li> </ul>
DISTRICT TRANSPORTATION PLANNER	<ul style="list-style-type: none"> <li>• Understands the transportation program at a district level</li> </ul>	<ul style="list-style-type: none"> <li>• Potential to save money by reducing pressure on bus service</li> </ul>
SCHOOL SITING DECISION-MAKER	<ul style="list-style-type: none"> <li>• Encourages new school development projects to consider walkability and bikeability</li> </ul>	<ul style="list-style-type: none"> <li>• Deeper understanding of intended and unintended school siting consequences</li> <li>• Improved communication with the community</li> </ul>

## FOR THE LOCAL SCHOOL TEAM

STAKEHOLDER	WHAT THEY BRING TO SRTS	WHAT THEY GET FROM SRTS
SCHOOL PRINCIPAL	<ul style="list-style-type: none"> <li>• Understand the big picture with school policies, engineering and infrastructure projects</li> <li>• Integrate SRTS program into overall school goals and curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• Increased safety, health and academic performance for students</li> <li>• Well-rounded transportation program</li> <li>• Positive image of the school</li> </ul>
PARENTS	<ul style="list-style-type: none"> <li>• Assist in identifying barriers to walking and bicycling along school routes</li> <li>• Provide insight on parent concerns</li> <li>• Provide peer-to-peer communication to other parents</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier, more attentive students</li> <li>• Improved safety for walking and biking to school, and in the community</li> <li>• Increased community involvement</li> </ul>
COMMUNITY VOLUNTEERS	<ul style="list-style-type: none"> <li>• Provide support for the program</li> <li>• Serve as liaisons to community partners</li> </ul>	<ul style="list-style-type: none"> <li>• Safer streets and healthy, informed children</li> <li>• Opportunity to provide assistance to the community</li> </ul>
TEACHERS	<ul style="list-style-type: none"> <li>• Integrate SRTS lessons into curriculum</li> <li>• Encourage other faculty to participate</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attention and academic performance from students</li> </ul>
PARENT TEACHER ORGANIZATION	<ul style="list-style-type: none"> <li>• Engaged community of parents and teachers</li> <li>• Provide peer-to-peer communication with other parents</li> </ul>	<ul style="list-style-type: none"> <li>• Low barrier to entry as an existing PTO</li> <li>• Safer environments for students, parents, and teachers</li> <li>• Increased community involvement</li> </ul>
STUDENTS	<ul style="list-style-type: none"> <li>• Identify everyday barriers to walking and biking</li> <li>• Act as role models to encourage others to participate</li> </ul>	<ul style="list-style-type: none"> <li>• Improved physical fitness</li> <li>• Independent mobility and autonomy</li> <li>• Improved academic performance</li> <li>• Community involvement</li> </ul>
CROSSING GUARDS	<ul style="list-style-type: none"> <li>• First-hand experience with transportation issues near school crossings</li> </ul>	<ul style="list-style-type: none"> <li>• Support for role as crossing guards</li> <li>• Opportunity to improve comfort and safety of crossings through infrastructure improvements and driver education</li> </ul>

# Stakeholders

## FOR THE CITY

STAKEHOLDER	WHAT THEY BRING TO SRTS	WHAT THEY GET FROM SRTS
LAW ENFORCEMENT	<ul style="list-style-type: none"> <li>Information on traffic safety and statistics in the community</li> <li>Enforce traffic laws near school campus</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity for positive interactions with young people in the community</li> <li>Improved behavior from drivers, pedestrians and bicyclists</li> </ul>
TRAFFIC ENGINEER	<ul style="list-style-type: none"> <li>Knowledge of the physical infrastructure in a community</li> <li>Can bring about changes to surrounding transportation system</li> </ul>	<ul style="list-style-type: none"> <li>A well-rounded transportation system that addresses all modes of travel</li> </ul>
LOCAL PLANNER	<ul style="list-style-type: none"> <li>Knowledge of land-use issues impacting schools</li> <li>Involved in developing master plans and school siting decisions</li> </ul>	<ul style="list-style-type: none"> <li>Support for planning efforts that support walkable and bicycle-friendly communities</li> </ul>
PUBLIC WORKS REPRESENTATIVE	<ul style="list-style-type: none"> <li>Knowledge of city projects impacting schools</li> <li>Involved in developing master plans and school siting decisions</li> </ul>	<ul style="list-style-type: none"> <li>Informed about school and community goals around bicycle and pedestrian infrastructure</li> </ul>
CITY COUNCIL MEMBER/ ELECTED OFFICIAL	<ul style="list-style-type: none"> <li>Provide political support for SRTS programs</li> </ul>	<ul style="list-style-type: none"> <li>Active, healthy young people who understand how to safely walk and bike in the community</li> </ul>
PEDESTRIAN AND BICYCLE COORDINATOR	<ul style="list-style-type: none"> <li>Provide information about bicycle and walking plans and future improvements</li> </ul>	<ul style="list-style-type: none"> <li>Supporters for bicycle and pedestrian improvements in the future</li> </ul>
PUBLIC HEALTH PROFESSIONAL	<ul style="list-style-type: none"> <li>Encourage physical activities for students</li> </ul>	<ul style="list-style-type: none"> <li>Better health outcomes for students</li> <li>Improved air quality for everyone around the school</li> </ul>
PARKS AND RECREATION DEPARTMENT	<ul style="list-style-type: none"> <li>Knowledge about how to integrate trails and parks into bicycling and walking routes for students</li> </ul>	<ul style="list-style-type: none"> <li>Better wayfinding, more users and increased connections to parks and trails</li> </ul>

## FOR THE COMMUNITY

STAKEHOLDER	WHAT THEY BRING TO SRTS	WHAT THEY GET FROM SRTS
PEDESTRIAN AND BICYCLE ADVOCATE	<ul style="list-style-type: none"> <li>Information on strategies on how to work with the community on bicycle and pedestrian issues</li> </ul>	<ul style="list-style-type: none"> <li>Students who understand how to safely bicycle and walk in the community</li> <li>New advocates for walking and biking</li> </ul>
NEIGHBORHOOD/ COMMUNITY ASSOCIATION	<ul style="list-style-type: none"> <li>Partner in communicating SRTS policies and information with the community</li> </ul>	<ul style="list-style-type: none"> <li>Safer streets for the community</li> <li>Better relationships with other community stakeholders</li> </ul>
GENERAL COMMUNITY MEMBERS	<ul style="list-style-type: none"> <li>Provide support for the program</li> <li>Serve as liaisons to other community partners</li> </ul>	<ul style="list-style-type: none"> <li>Safer streets for the community</li> <li>Opportunity to assist in the community</li> </ul>
LOCAL BUSINESS REPRESENTATIVE	<ul style="list-style-type: none"> <li>Provide incentives to students and families who participate in the SRTS program</li> </ul>	<ul style="list-style-type: none"> <li>Positive marketing of business</li> <li>Safer community for everyone</li> </ul>
DISABILITIES REPRESENTATIVE	<ul style="list-style-type: none"> <li>Provide insight into physical infrastructure and program needs of all users</li> </ul>	<ul style="list-style-type: none"> <li>Safer, more connected and up to date facilities for all users</li> </ul>